Web 掲載用

SD4666
※弊会記入欄

（学校用）

様式 A-1
(FY2025)

2025年 10月 27日

サイエンス・ダイアログ　実施報告書

1. 学校名:栃木県立宇都宮女子高等学校

2. 講師氏名: Lam Thi Mai HUYNH

3. 講義補助者氏名:

4. 実施日時: 2025年 10月 27日（月） 15:15 ～ 16: 15

5. 参加生徒: 1年生 37人、 年生 人、 年生 人（合計 37人）
備考:（例:理数科の生徒）

6. 講義題目:Working with Nature to Protect Our Future

7. 講義概要:自然と共存しながら地球環境を守ることの意義について（マングローブを育てることが温暖化や海面上昇などの環境問題を抑制することにつながる）

8. 講義形式:
☑対面 ・ □オンライン （どちらか選択ください。）
1) 講義時間 50分 質疑応答時間 10分

2) 講義方法（例:プロジェクター使用による講義、実験・実習の有無など）
プロジェクター使用による講義

3) 事前学習
□有 ・☑ 無 （どちらか選択ください。）
使用教材:

9. その他特筆すべき事項:

For Web posting

SD4666
※弊会記入欄

Form B-2
(FY2025)
Must be typed

Date（日付） 30/10/2025
（Date/Month/Year：日/月/年）

Activity Report -Science Dialogue Program-
（サイエンス・ダイアログ 実施報告書）

- Fellow's name（講師氏名）: Huynh Thi Mai Lam （ID No. P25106）

- Name and title of the lecture assistant（講義補助者の職・氏名）

- Participating school（学校名）: Tochigi Prefectural Utsunomiya Girls' High School

- Date （実施日時）: 27/10/2025 （Date/Month/Year:日/月/年）

- Lecture title（講義題目）:
Working with Nature to Protect Our Future

- Lecture format（講義形式）:
  - ◆☒Onsite ・ ☐Online (Please choose one.)（対面 ・ オンライン）（（どちらか選択ください。））
  - ◆Lecture time（講義時間） 40 min（分）, Q&A time（質疑応答時間） 20 min（分）
  - ◆Lecture style（ex.: used projector, conducted experiments）
    （講義方法（例:プロジェクター使用による講義、実験・実習の有無など））
    used projector

- Lecture summary（講義概要）: Please summarize your lecture within 200-500 words.

This lecture introduces the concept of how people and nature can work together to address the challenges of climate change through the lens of personal experience and scientific research. Drawing from the speaker's hometown experiences in Vietnam, where coastal erosion, typhoons and sea-level rise have visibly reshaped the landscape, the lecture highlights the urgent need to rethink the relationship between human society and the natural environment.

The speaker explores nature-based solutions (NbS) that harness the power of ecosystems to protect and sustain human communities. Through examples, the lecture illustrates how natural systems can perform vital protective and regulatory functions. Mangroves and coral reefs, for instance, can act as living barriers, buffering coasts from storm surges and flooding, much like traditional concrete seawalls. Such solutions not only provide climate resilience but also enhance biodiversity, aesthetic value, and overall quality of life in cities and coastal regions.

For Web posting

SD
※弊会記入欄

Beyond scientific insights, this lecture also introduces the lecturer's home country (Vietnam) and the lecturer's journey of becoming a scientist. Through this story, the speaker aims to humanize scientific research, showing how personal experiences, curiosity, and a sense of responsibility toward one's community can lead to meaningful contributions to global sustainability.

The lecture concludes by encouraging young audiences to see themselves as part of the solution to climate change. It emphasizes that building a greener, safer, and happier future requires not only technology and policy but also imagination, empathy, and collaboration between people and nature.

◆Other noteworthy information（その他特筆すべき事項）:

- Impressions and comments from the lecture assistant（講義補助者の方から、本プログラムに対する意見・感想等がありましたら、お願いいたします。）:


My journey to become a scientist
In Vietnam, people often expect girls to focus on family, not to study for a PhD. But I wanted to follow my curiosity and prove that being a scientist isn't about gender — it's about passion and purpose.
My Work Today:
I study how nature can help protect people from climate change, finding solutions that work with nature rather than against it.
"I hope more young people, especially girls, will believe in their dreams too."
My current research is in 7 countries
Singapore
Ilocos (Philippines)
Xiamen (China)
Danang (Vietnam)
Tohoku (Japan)
New Jersey (the US)